NEW HAMPSHIRE DEPARTMENT OF EDUCATION
Division of Instruction
Office of Educational Technology

REQUEST FOR PROPOSALS

No Child Left Behind, Title II-D
Enhancing Education Through Technology (E2T2)
2009-2010 Grants to Districts

ARRA Funding
for 21st Century Classrooms

RFP Release Date: September 9, 2009

Application Due Date: November 6, 2009

Anticipated Awards Date: December 7, 2009

This Request for Proposal (RFP) is designed to distribute funds to qualified district applicants pursuant to Title IID, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001* and the *American Recovery and Reinvestment Act (ARRA) of 2009,* to improve student achievement through the use of technology in elementary and secondary schools. The Enhancing Education Through Technology (EETT) - **21st Century Classrooms** program provides grants to school districts and/or consortia of school districts to transform the learning environment through the substantial, innovative integration of educational technology and information literacy into their practices, in order to advance student learning.

The New Hampshire Department of Education (NHDOE) will issue a total of approximately $3 million in federal stimulus funding for competitive grants to districts from the Enhancing Education through Technology Program (commonly known as No Child Left Behind, Title II-D Program) in 2009-10 to support the **21st Century Classrooms** activities described within this document. NHDOE anticipates awarding between 15 – 20 grants in award amounts between $150,000 and $200,000 per grant.

Districts with less than 10,000 students may apply for up to $150,000.
Districts with more than 10,000 students may apply for up to $200,000.

This document is the official "Request for Proposals" used to outline the application process. It contains important information on the background of the federal program and its requirements. Those districts eligible per the high need districts list in Appendix A may apply to receive Title IID competitive grant funds. Please review all pages of this document to learn how to apply for an **NCLB Title II-D 2009-10 Competitive Grant**. Applications must be submitted according to the guidelines described in this document and using the application form available at
http://www.ed.state.nh.us/education/recovery/index.htm.

Technical Assistance Webinars:	Webinar #1 – September 10 at 12:30 PM Webinar #2 - September 10 at 3 PM Webinar #3 – September 14 at 11 AM Webinar #4 – September 14 at 2 PM Webinar #5 – September 16 at 9 AM Webinar #6 – September 16 at 11 AM Visit www.nheon.org/oet/nclb to register for one or more webinars and receive the login information to the webinar location. All you need is your computer and web browser, plus speakers and a microphone. If you don't have a microphone, you can still participate in the dialogue using the text chat area on the webinar screen.
Technical Assistance On-Site Session:	Optional on-site grant writing assistance session – October 1st at NHDOE in Room 15 from 9 AM to 3 PM Optional on-site grant writing assistance session – October 7th at NHDOE in Room 15 from 9 AM to 1 PM Visit www.nheon.org/oet/nclb to register for these sessions. We want to be sure we are prepared for the number of attendees.

Contact

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Applicants are strongly advised to regularly visit the ETNews Blog at www.nheon.org/oetb and use the RSS feed to ensure timely receipt of information, and to subscribe to the ETNews listserv at http://maillist2.nh.gov/mailman/listinfo/nhdoe-etnews

Part A: PROGRAM REQUIREMENTS

Enhancing Education Through Technology

With the No Child Left Behind (NCLB) Act, Congress appropriated regular and ARRA funds in 2009-10 for NCLB Title II Part D, the Enhancing Education Through Technology (Ed Tech) Program. NHDOE is releasing this RFP to address the goals of this program using the ARRA funds. The primary goal of the federal Enhancing Education Through Technology Program is <u>to improve student academic achievement through the use of technology</u> in elementary and secondary schools.

In addition, the program is designed to:

(a) assist every student to become technologically literate by the end of eighth grade, regardless of race, ethnicity, income, geographical location, or disability, and

(b) encourage effective integration of technology with curriculum development and high quality professional development to promote research-based instructional methods.

Maximizing Impact

This RFP is focused on producing a transforming effect on NH schools by supporting rigorously designed and implemented 21st Century Classroom Projects. With current economic challenges facing all levels of public budgets, it has become more important than ever to intensely focus Title II-D funds on those research based elements that are known to have the greatest potential for change and improvement.

What does a 21st Century Classroom Look Like?

Classrooms with technology rich learning environments are well equipped with computer hardware, software, electronic presentation systems, and rich digital and online curricular resources. When you enter a technology rich learning environment, you quickly see that interactive learning, higher level thinking skills, and student engagement are pervasive, whether students are learning math, science, reading, or history. Using digital cameras, interactive white boards, robust courseware, digital content, computers, and mobile learning tools provides students with opportunities to collaborate and connect to the rich and relevant content that would not usually be available to the highest need students being served by these programs. Collaborative planning, investment in core components for technology, enthusiastic and well-informed leadership, intensive professional development – training teachers not only how to use technology but also how to integrate technology into the curriculum - and IT support are some of the key elements necessary to transform schools.

21stC Classroom - Core Components

- Teacher Laptop & Productivity Tools (**required component**)
- Presentation Device - Interactive Whiteboard, LCD, or Plasma TV
- Projector (if needed for the presentation device or collaborative learning system)
- Learner Response Devices for Formative Assessment & Individualized Instruction*
- Document Camera
- Digital Camera
- Video Camera
- Robust Software & Digital Content
- Printer
- Professional Development on Technology Functionality

Additional Elements to Consider Based Upon Location and Curricular Goals

- Mobile Learning Labs or Centralized Computing Stations**
- Cell phones with applications for mobile learning

- Webcam for Teacher Computer
- Flashdrives for each Student
- Audio System
- Courseware and Content Aligned to Standards and Curricular goals
- Safe and Secure Communication & Community Building Tools with Web 2.0 Functionality for Teacher and Administrator Cadres as well as Home/School Connections
- Formative Assessment for Individualization of Learning

In designing the equipment configurations for the classrooms participating in this grant, schools are urged to consider how to position existing equipment alongside new equipment in an attempt to decrease the anticipated equipment costs per classroom. Districts **must ensure** that each participating teacher is provided a dedicated laptop, as this is considered an essential professional tool for 21st century teachers.

*There are several varieties of Learner Response Devices, some of which are sold by the makers of Interactive Whiteboards. Other possibilities include software installed on handheld devices or netbooks.

**There are several ways to create mobile learning environments, ranging from laptops to netbooks and from iPod Touches to standard cell phones. The key is to place digital learning devices into the hands of each student.

School District Commitment

School and district commitment to 21st Century Classrooms is a vital aspect of a successful proposal. The school must demonstrate the capacity to implement and support a technology-rich infrastructure for learning. Reports and research on national and state one-to-one initiatives identify five key components that are critical to the success of any one-to-one or similar tech-rich learning environment. These fundamental components include: (1) stakeholder buy-in at all levels; (2) appropriate infrastructure; (3) professional development; (4) curriculum resources, and (5) ongoing technical and instructional support.

An essential component of 21st Century Classrooms is the availability of **job-embedded professional development** focused on helping teachers acquire the technology skills and knowledge of how to utilize a variety of technological resources in teaching the curriculum to enhance student learning. Well-planned professional development should address the curriculum frameworks and embed model technology lessons that teachers can use in teaching the GLEs. Regularly scheduled curriculum planning opportunities for grade-level/departmental staff to collaborate and plan curriculum as part of the school day should be provided. Professional development offerings should model the strategies that teachers are expected to implement with students in the classroom.

School administrative support and participation in professional development activities are essential to the success of the initiative. Enthusiastic, informed, and involved leadership are essential ingredients for a successful project of this type, where significant changes are envisioned with regard to school culture, policies, and practices. Grantees are strongly encouraged to have principals involved in the Intel Leadership Forum (see resources section below). Teachers will need school-based access to teacher mentors, coaches, and classroom teachers experienced in technology integration in order to effectively utilize laptops and other technologies as teaching and learning tools in the tech-rich environment. Proposals that involve principals in the Intel Leadership Forum are preferred.

In addition to on-site professional development planned for your own project, grantees are strongly encouraged to participate in **common statewide professional development efforts** designed to support projects with emerging and advanced technologies. Accordingly, proposals that involve one or more teachers in the New Media Literacies and the Intel Teach Programs are preferred. These programs are described in the resources section below. It is suggested that districts identify teachers to act in leadership roles to help integrate these new resources and practices into classrooms.

ARRA grants will have high visibility and be incredibly valuable for informing future educational technology efforts in New Hampshire. Thus, ARRA projects will be required to participate in a **strong evaluation effort**. Districts must commit 10% of their grant budget towards participation in a

statewide evaluation of all such projects. (See Required Evaluation section below for further details.)

To effectively plan for professional development needs, target sites will administer a common technology instrument for **proficiency self-assessment**, as a pre- and post-evaluation measure to all teachers and administrators in schools impacted by the model. The grant timeline should include the proposed schedule for administering the statewide technology proficiency self-assessment to the target site's teachers and administrators. There are several self-assessment instruments in use by schools across the state and nation. New Hampshire has used the LoTi Survey for the past several years. Districts that have researched alternative instruments which they feel are more appropriate for this effort are encouraged to indicate their preferred instrument within their proposal. After awards are made, all funded districts will be asked to come to consensus on a common assessment tool which all projects will use. Districts must indicate within their proposal their willingness to use the tool collectively chosen by the group.

Digital content and networked applications should be used to enhance the curriculum, engage students in learning, provide individualized instruction, and promote higher-order thinking. Web 2.0 Tools should be used as a comprehensive part of the teaching and learning experience for both teachers and students (i.e., Teacher Portals, Wikis, Blogs, Texting, Online Community, Video Conferencing, Web Conferencing, and Virtual Courses). In this regard, participation in the New Media Literacies and Intel Programs will further support such changes in classroom practice. Three integral components associated with digitized classroom materials include software, online resources, and electronic textbooks.

- Software: Students should use software that promotes open-ended reasoning and higher-order thinking skills.

- Online Resources: Students should use age-appropriate technology to conduct research, solve problems, analyze data, collaborate, and communicate with experts and peers.

- Electronic Textbooks: With built-in dictionaries, searching fields, book marking, highlighting, and annotating capabilities, as well as multimedia enhancements, e-textbooks offer many features that leave traditional textbooks behind.

Ongoing site-based **technical and instructional support** is necessary to ensure that the benefits the instructional teaching and learning tools are maximized. Students and teachers need uninterrupted access to functioning computers, handhelds, networks, the Internet, and technical support for troubleshooting. The importance of both technical and instructional support cannot be overstated. Proposals must indicate appropriate bandwidth levels exist or are planned for at each school where project activities will occur, in order to adequately support the number of devices to be used in the project. Proposals should also indicate what, when, and how Internet access policies and Internet safety instruction will be addressed to show how the school environment will be appropriately supported in terms of open access to web resources. Proposals should describe a timeline and other specifics in order to demonstrate capacity and commitment to make any necessary policy and procedural changes that might be necessary to transform the school environment into a truly 21st century school. In addition, since these grants are targeted at high need populations, districts are strongly encouraged to consider the extent to which students have Internet access at home, thus addressing digital equity.

These grants will provide awardees with significant funding to conduct transformative educational technology projects which, in turn, can inform other districts in their own efforts to create 21st century learning environments. Accordingly, proposals which demonstrate strong commitment to **dissemination** of effective practices, lessons learned, materials, and professional expertise to other schools are strongly encouraged.

Resources to Inform Proposal Writing

We have collected a small number of valuable resources to help set the context for your proposal writing. If you have other favorites to add to this list, please visit this wiki:
http://dramaticallydifferent.wikispaces.com/

Professional Development Programs

Project New Media Literacies – This research initiative originated within MIT's Comparative Media Studies program. NML explores how we might best equip young people with the social skills and cultural competencies required to become full participants in an emergent media landscape and raise public understanding about what it means to be literate in a globally interconnected, multicultural world. A series of online NML activities in the form of webinars and social networking resources will be offered to interested NH educators from January through August 2010. The series will share the framework of social skills and cultural competencies which shape the work of Project New Media Literacies, and illustrate the skills by looking more closely at learning through such cultural phenomenon as computer game guilds, YouTube video production, Wikipedia, fan fiction, Second Life and other virtual worlds, music remixing, and social network sites. New curricular materials which have emerged from Project New Media Literacies, Global Kids, Harvard's GoodPlay Project, Common Sense Media, the George Lucas Foundation, and other projects will be examined to identify ways to introduce these skills into contemporary educational practices and take the material, information and methods back into their classroom. http://www.newmedialiteracies.org/

Intel Thinking With Technology Course – This course provides from 24 to 40 hours (depending on number of modules chosen) of professional development to teachers to learn strategies for addressing and assessing thinking skills, using technology to support deeper understanding of core content. The goal is for teachers to leave the course with a standards-based unit plan, support materials, and implementation strategies to improve and assess students' higher-order thinking with the use of free online tools. This program was offered in last year's Tech Leader Program and will again be offered. Districts can anticipate 3-4 days of Intel workshop days hosted in spring 2010 at LESCN sites across the state. http://educate.intel.com/education/teach/workshops/index.asp

Intel Teach Leadership Forum - The Intel Teach Leadership Forum provides a 4-hour face-to-face professional development session focusing on the importance of leadership in promoting, supporting, and modeling the use of technology in instruction. Through the forum, participants explore relevant research and behaviors related to supporting effective technology integration and associated professional development. Districts can anticipate an after school Intel session dedicated to principals and other administrators, hosted in spring 2010 at LESCN sites across the state. http://www.intel.com//education/teach/forums/index.htm

OPEN NH – This e-learning program, now entering its 5th year in New Hampshire, provides online courses for professional development geared to school or district needs. Courses are facilitated by NH educators, designed by NH educators, and customized to meet the needs of NH schools and educators. Courses include several content areas and instructional topics. Some courses were developed by the national partnership, while others were developed and customized to meet specific needs in New Hampshire. http://www.opennh.org

Transformative Ideas

NCLB and Global Competitiveness - Will more standards, accountability, and higher test scores make American students more globally competitive? In this video, Yong Zhao retells his personal story and questions the wisdom of current US education policy. He argues that global competitiveness comes from a diversity of talents and recognition of individual passions and creativity. This is part of a film series produced by the Mobile Learning Institute called "A 21st Century Education." http://zhao.educ.msu.edu/2009/08/07/no-child-left-behind-and-global-competitiveness/

21st Century Education Films – The Mobile Learning Institute developed a collection of short films on school reform ideas for the 21st century. http://www.mobilelearninginstitute.org/21stcenturyeducation/index.html

Dangerously Irrelevant – This is a valuable blog for K-12 school leaders by Scott McLeod. Be sure to read the "why the title?" page. http://www.dangerouslyirrelevant.org

21st Century Learning – This is another valuable blog by Sheryl Nussbaum. http://21stcenturylearning.typepad.com/blog/

Moving at the Speed of Creativity – Wesley Fryer's blog contains a page full of informative videos for professional development. http://www.speedofcreativity.org/resources/videos-for-pd/

National Commission on Teaching and America's Future – We suggest you visit the research and reports section and view the March 28, 2009 presentation by Kathleen Fulton. http://www.nctaf.org

Digital Learning – The digital media and learning initiative, funded by the MacArthur Foundation, is exploring the hypothesis that digital media tools now enable new forms of knowledge production, social networking, communication, and play. Through the use of such tools, young people are engaged in an exploration of language, games, social interaction, and self-directed education that can be used to support learning. They are different as a result of this use of digital media, and these differences are reflected in their sense of self, in how they express their independence and creativity, and in their ability to learn, exercise judgment, and think systemically. http://digitallearning.macfound.org

State and USDOE Resources

SETDA Resources for ARRA Opportunities - ARRA provides a huge opportunity to create effective, viable, and robust reform in education that will improve the way teachers teach and students learn. SETDA, with its members, has created a variety of resources that address the opportunities created by ARRA: http://www.setda.org/web/guest/ARRAresources

NCLB Title II-D Guidance on USDOE Website - http://www.ed.gov/programs/edtech/index.html

Florida Technology Integration Matrix - The Technology Integration Matrix (TIM) illustrates how teachers can use technology to enhance learning for K-12 students. The TIM incorporates five interdependent characteristics of meaningful learning environments: active, constructive, goal directed (i.e., reflective), authentic, and collaborative (Jonassen, Howland, Moore, & Marra, 2003). The TIM associates five levels of technology integration (i.e., entry, adoption, adaptation, infusion, and transformation) with each of the five characteristics of meaningful learning environments. Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix of 25 cells. Each cell in the matrix has a video which illustrates the integration of technology in classrooms where only a few computers are available and/or classrooms where every student has access to a laptop computer. TIM is designed to assist schools and districts in evaluating the level of technology integration in classrooms and to provide teachers with models of how technology can be integrated into instruction in meaningful ways. http://fcit.usf.edu/matrix/

Florida Laptops4Learning Website - http://etc.usf.edu/laptops4learning/index.html

NC 1:1 Learning Collaborative - This site was developed by the Friday Institute for educators interested in 1:1 computing programs, to share lessons learned, identify best practices, and discuss new ideas and helpful tips about implementing educationally effective 1:1 computing programs. It includes links to laptop programs in other states. http://www.fi.ncsu.edu/project/nc-11-learning-collaborative/

Eligibility Status

According to NCLB Title II-D federal program guidelines dated March 11, 2002 (p.12) (see www.ed.gov/programs/edtech/legislation.html), funding should be targeted toward "high need districts" which are those districts:

> (a) With the highest numbers or percentages of children from families with incomes below the poverty line (see www.census.gov/hhes/www/saipe) AND
> (b) That have either one or more "schools in need of improvement" or a substantial need for assistance in acquiring and using technology.

Based on updated information from the USDOE, the Title II-D high need districts list has been updated for the 2009-10 academic year to indicate eligibility according to the census data (see Appendix A).

If you can answer YES to the following questions, your district is eligible to request Title II-D grant funding for the activities described within this RFP:

1. Is your district a high need school district according to Appendix A?
2. Does your district have one or more schools in need of improvement or a substantial need for assistance in acquiring and using technology?
3. Does your district have a current district technology plan approved by the NHDOE?
4. If your district received a Title II-D grant last year, did you complete the required grant reports and data collection sets in 2008-09?

If you answered NO to any of the above, your district is not eligible to request Title II-D ARRA funding.

Grant Award Amounts

Districts with less than 10,000 students may apply for up to $150,000.
Districts with more than 10,000 students may apply for up to $200,000.

As the work of this initiative unfolds during the grant period, additional funding, if available, may be used to provide further support for this effort.

Technology Plans

Districts receiving Title II-D funds must have budgets and planned activities that are consistent with their technology plans. Federal law requires districts to have an approved district technology plan on file to receive Title II-D funds. Districts must have a new or updated long-range strategic technology plan that aligns with the guidance contained in the New Hampshire Technology Planning Guide (www.nheon.org/oet/tpguide) and is consistent with the objectives of the State Educational Technology Plan. Districts should keep in mind that these federal funds are intended to "supplement and not supplant" the use of local funding. Districts are required to inform the NHDOE whenever significant modifications are made to a local technology plan. Check the Tech Plan Status List at http://nheon.org/oet/erate/TPStatus.htm to ensure that your plan is current. For approval criteria, districts should refer to the elements described in the current Technology Plan Approval Rubric, available from the home page of the Guide.

Technology Surveys

The NHDOE conducts an annual technology survey as part of its obligation to monitor and collect data about the impact of the Title II-D program. While all districts are encouraged to complete the survey, districts that received grants last year were required to submit an Annual District Technology Survey, as well as School Technology Surveys (and Case Study Reports) for each school in the district. Visit www.nheon.org/oet/survey to check the list of surveys submitted. Please contact the NHDOE Office of Educational Technology if you have questions about your district survey submissions.

Children's Internet Protection Act (CIPA)

Successful grantees will be asked to certify on their grant signature page the conditions that are met by their district relative to the Children's Internet Protection Act (CIPA) requirements. Districts must be CIPA compliant in terms of their Internet filtering if they are purchasing any equipment that will be used by students to access the Internet.

Partnership Applications

Federal guidelines permit eligible districts to submit either a Single District Application for their district alone or a Partnership Application for more than one district. The focus of all applications for funding must be on addressing the needs of the high-need LEA(s). Federal guidelines allow additional partners,

including institutions of higher education, educational service agencies, libraries, or other educational entities appropriate to provide local programs. Only districts may be fiscal agents for partnership applications. The total amount requested for partnership grants cannot exceed the sum of the individual eligible amounts. Partnership Applications should include unique letters of support (no form letters, please) from each partner.

An "eligible local partnership" includes at least one high-need LEA and at least one of the following:
> 1) An LEA that can demonstrate that teachers in its schools are effectively integrating technology and
> 2) An LEA that has proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards;
> 3) An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that Act;
> 4) A for-profit business that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction; or
> 5) A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The eligible local partnership may include other LEAs, libraries, specialists, or other education entities appropriate to local programs.

Equitable Participation

According to federal guidelines, as a district, you must provide an opportunity for local non-public schools within your locality to consult with you when you write your proposal. Contact them to discuss ways they might be included in your project. If they are not interested in partnering with your district, you are not required to include them in your project activities, but you do need to offer them the opportunity. For a list of non-public schools and their contact information, visit this page on the NHDOE website and click on the link to the non-public schools list:
http://www.ed.state.nh.us/education/doe/organization/instruction/boip.htm

IMPORTANT: According to federal guidelines, if a private school is part of your application, any equipment purchased with the grant remains the property of the public school. It is permissible to loan equipment to the private school, if needed, to carry out the project. It is the responsibility of the district receiving the grant to inventory and maintain any equipment purchased by the grant.

Professional Development

- 25% Requirement – Federal program guidelines require that districts use at least 25% of their total grant funds for ongoing, sustained, intensive, high-quality professional development. Districts may budget more than 25% for professional development if they wish, as appropriate, within the proposed project. Such professional development should be focused on the integration of advanced technologies, including emerging technologies, into curriculum and instruction and in using those technologies to create new learning environments.

- Identify the activities and programs in which your teachers and administrators are expected to participate in order to adequately support the transformative steps envisioned, and the names and roles of each participant.

- Alternatives – According to federal guidelines, this 25% professional development requirement can be waived **only if the district can demonstrate to the satisfaction of the NHDOE that it already provides ongoing, sustained, intensive, high-quality professional development, based on a review of relevant research, to all teachers in core academic subjects.** Districts should keep in mind that these federal funds are intended to "supplement and not supplant" the use of local funding. Any district considering such a waiver must contact Cathy Higgins to discuss this

possibility **before** submitting the proposal. If your district receives a waiver, that documentation will need to be submitted with the proposal.

- Using LESCN for PD services - When planning professional development, districts are encouraged to contact their nearest Local Education Support Center regarding appropriate PD services that address the needs of your proposed project. Alternative PD resources may also be used if deemed more appropriate to your project proposal. LESCN sites are strategically located in Keene, Claremont, Manchester, Exeter, Capital Area/Penacook, and Gorham in order to cover all regions of the state (see www.nheon.org/centers).

Allowable Activities

These grants are focused on creating transformative 21st century classroom environments which will serve as catalysts for your own and other districts in the years to come. Accordingly, reviewers will expect to see that the majority of proposed activities and expenses support the types of equipment, instructional, leadership, professional development, policy, and technical support outlined in the section above entitled "Maximizing Impact."

Among the activities and expenses described within your proposal, be sure to include the following:

1. Classrooms - Identify the "control" and "intervention" classrooms. Describe each teacher and classroom directly involved with the project, including grade levels, and the current technology available to those classrooms. Then describe how many and what type of tools (i.e., all laptops, combination of laptops and handhelds, etc.) will be purchased to reach a 1:1 scenario. Indicate how the tools are expected to impact student instruction, engagement, and achievement. Indicate teacher expertise and commitment.

2. Professional Development - Identify the specific professional development activities that teachers AND administrators will be involved with.

3. Other activities and expenses critical to the success of transforming your district's learning environment.

Required Evaluation Data and Reports

Federal guidelines require that districts have a means of evaluating the extent to which Title II-D activities are effective in (1) integrating technology into curricula and instruction; (2) increasing the ability of teachers to teach; and (3) enabling students to meet challenging state standards. Because the Title II-D program is a state-administered program, NHDOE is responsible for ensuring that districts comply with statutory requirements. Therefore, districts are required to submit updated budgets, data for performance reports, and other reasonable data to the NHDOE before being awarded funds in subsequent years.

All ARRA grantees will be required to participate in a statewide evaluation of their grant activities, setting aside 10% of the grant budget for this purpose. Proposals should specify a general evaluation plan, plus any data and benchmarks that would be meaningful to their particular projects as part of the evaluation process. The exact evaluation plan will be developed collaboratively with grantees and the external evaluator, with one lead district establishing a contract with an external evaluator on behalf of and with input from all grantees.

Districts interested in the possibility of leading the evaluation efforts (in consultation with the NHDOE) on behalf of multiple grantees should indicate their interest within their proposal. Districts not assuming a lead district role in evaluation will still be asked to participate in decisions about the evaluation process and product, as well as in any local evaluation activities necessary to understand the impact at each grant site. This configuration is desired in order to maximize the potential for a larger and more meaningful evaluation across all projects and because one coordinated evaluation plan will be less taxing on each individual grantee. In an effort to expedite the process of finalizing external evaluator services, districts are encouraged to share this information with potential evaluators.

Statewide Evaluation Plan

While details of the statewide evaluation plan will ultimately be worked out after grants are awarded, the following data collections are anticipated for all grantees receiving Title II-D ARRA funds:

- NH School Technology Survey – This is an annual survey submitted for each building in the district as well as the district as a whole. State data from previous tech surveys may be viewed at www.nheon.org/oet/survey.

- SETDA Collaborative - Grantees will be asked to participate in the SETDA Collaborative Survey, which was established for the purpose of understanding the broader impact of ARRA funds across multiple states. Visit www.setda.org.

- Administrator, Teacher, and Student Surveys – Grantees will come to consensus to finalize these instruments for use as pre and post surveys.

- NH School Technology and Readiness (STaR) Chart – Proposals should include the district's self-assessment of each criteria within this chart.

- Case Studies Report – This is a short form to report progress on district project activities midway through the project and again after the project is completed. The case studies form is available as a downloadable Word document and an online survey at www.nheon.org/oet. Previously submitted case studies are available at www.nheon.org/ictliteracy. It is possible that this report may be revised during the development of the statewide evaluation plan this year.

- Additional data collection is anticipated as part of the reporting requirements for ARRA. These include a monthly budget report which will be handled through the MyNHDOE Access online system. Visit http://mydoe.nh.gov/

Project Meetings

Grantees will be required to send two representatives to attend a Grants Workshop at the NHDOE (Room 15) in Concord on Thursday, December 10, 2009 from 9AM to 3PM (snow date December 11th). There is no cost for this workshop. The proposal should indicate the names of the two project team members that will attend this full-day workshop.

This workshop will allow grantees to share knowledge and ideas about their projects, review reporting guidelines and evaluation materials, and discuss data collection and dissemination methods. Additional technical assistance workshops (virtual or face-to-face) will be scheduled for the spring, summer, and fall, based on project needs and interests of participants.

Required Budget Forms & Reports

MyNHDOE Access (not OBM Form 2)

- The Department's regular OBM Form 2 System will not be used for these grants. Instead, an online grants management submittal system (myNHDOE Access) has been designed for all ARRA grants. Applicants will submit their budget details, budget narrative, and attach their complete proposal through this system.

- See Project Timeline section regarding the project start and end dates to be entered.

- Grantees will be required to submit monthly reports requesting reimbursement and indicating project progress through this system.

Part B: WRITING A SUCCESSFUL PROPOSAL

Step 1. Read all sections of this document to understand the grant requirements.
Step 2. Review the application format (see Appendix B), which describes which information should be included within each section of your proposal, and review the scoring rubric which will be used to score your proposal.
Step 3. Enter your contact information within the MyNHDOE Access online system to indicate your district's intent to apply.
Step 4. Write your proposal using the application form provided on the website. Then read this guidance document again to be sure you have covered all the required information. Ask someone unfamiliar with the project to read your proposal to assess it for clarity and completeness.
Step 5. Follow the Submission Instructions to submit your proposal.

VISIT THE WEBSITE OFTEN FOR INFO TO HELP YOU WITH YOUR GRANT.
www.nheon.org/oet/nclb

Important Project Dates

9/9/09	Request for Proposals released
9/10/09	Technical Assistance Session: Online webinar at 12:30 PM
	Register at www.nheon.org/oet/nclb
9/10/09	Technical Assistance Session: Online webinar at 3 PM
	Register at www.nheon.org/oet/nclb
9/14/09	Technical Assistance Session: Online webinar at 11 AM
	Register at www.nheon.org/oet/nclb
9/14/09	Technical Assistance Session: Online webinar at 2 PM
	Register at www.nheon.org/oet/nclb
9/16/09	Technical Assistance Session: Online webinar at 9 AM
	Register at www.nheon.org/oet/nclb
9/16/09	Technical Assistance Session: Online webinar at 11 AM
	Register at www.nheon.org/oet/nclb
9/16/09	Indicate intent to apply by beginning application submittal on MyNHDOE Access (anticipated date when application will be ready)
9/23/09	New Media Literacies Presentation at NHSTE Annual Meeting
	See www.nhste.org for meeting registration details
9/24/09	Information Session at NHSAA / NHASBO Fall Meeting
	See www.nhsaa.org for meeting registration details
10/1/09	Optional on-site technical assistance session: NHDOE Room 15 from 9 AM to 3 PM
	Register at www.nheon.org/oet/nclb
10/7/09	Optional on-site technical assistance session: NHDOE Room 15 from 9 AM to 1 PM
	Register at www.nheon.org/oet/nclb
11/6/09	Application due date: Electronic version of application file and budget details must be submitted online by this date. All submissions must be done through the MyNHDOE Access online system.
12/3/09	New Media Literacies Presentation at McAuliffe Technology Conference
12/7/09	Anticipated awards date
12/10/09	Awardees Meeting (required attendance by 2 representatives from each awardee)
12/11/09	Snow date for grants workshop
12/10/09	Project period begins
3/31/11	Project period ends

APPENDIX A: Report of Current U.S. Census Data
New Hampshire "High Need" School Districts

According to NCLB Title II-D federal program guidelines dated March 11, 2002 (p.12) (see www.ed.gov/programs/edtech/legislation.html), funding should be targeted toward "high need districts." These would be districts whose numbers or percentages of children from families with incomes below the poverty line are above the state median (39 and 6.8% respectively) (see www.census.gov/hhes/www/saipe/) AND who have either one or more "schools in need of improvement" OR a substantial need for assistance in acquiring and using technology.

The "eligible for funds" column in the table below indicates whether your district is eligible to apply by number, percent, or both, according to Census Data available as of December 2008.

District	Total Pop.	Total Kids 5-17	Total Kids in Poverty 5-17	Poverty %	Urban / Rural	Eligible By % or #?
ALLENSTOWN	5,271	964	79	8.2%	U	Eligible by Both
ALTON	4,881	544	58	10.7%	R	Eligible by Both
AMHERST	11,376	1,910	42	2.2%	U	Eligible by Number
ANDOVER	2,296	367	46	12.5%	R	Eligible by Both
ASHLAND	2,057	204	18	8.8%	R	Eligible by Percent
AUBURN	5,004	986	31	3.1%	U	Not Eligible
BARNSTEAD	4,212	528	57	10.8%	R	Eligible by Both
BARRINGTON	8,105	1,562	149	9.5%	U	Eligible by Both
BARTLETT *	2,955	418	69	16.4%	R	Eligible by Both
BATH	934	161	2	1.2%	R	Not Eligible
BEDFORD	19,304	3,837	100	2.6%	U	Eligible by Number
BERLIN *	10,452	1,407	204	14.5%	R	Eligible by Both
BETHLEHEM	2,306	180	28	15.6%	R	Eligible by Percent
BOW	7,769	1,800	56	3.1%	R	Eligible by Number
BRENTWOOD	3,418	275	10	3.6%	U	Not Eligible
BROOKLINE	4,417	638	11	1.7%	U	Not Eligible
CAMPTON *	2,928	331	34	10.3%	R	Eligible by Percent
CANDIA	4,182	746	31	4.2%	U	Not Eligible
CHESTER	4,056	826	41	5.0%	U	Eligible by Number
CHESTERFIELD	3,729	654	29	4.4%	R	Not Eligible
CHICHESTER	2,434	416	27	6.5%	R	Not Eligible
CLAREMONT	13,879	2,121	228	10.7%	R	Eligible by Both
COLEBROOK *	3,112	466	74	15.8%	R	Eligible by Both
CONCORD	39,707	5,947	619	10.4%	R	Eligible by Both
CONTOOCOOK VALLEY	18,756	3,718	383	10.3%	R	Eligible by Both
CONWAY *	10,762	1,570	277	17.6%	R	Eligible by Both
CORNISH	1,764	319	16	5.0%	R	Not Eligible
CROYDON	697	109	7	6.4%	R	Not Eligible
DEERFIELD	3,935	801	39	4.9%	R	Eligible by Number
DERRY	36,380	7,509	350	4.7%	U	Eligible by Number
DOVER	29,126	4,021	410	10.2%	U	Eligible by Both

District	Total Pop.	Total Kids 5-17	Total Kids in Poverty 5-17	Poverty %	Urban / Rural	Eligible By % or #?
DRESDEN	11,351	607	9	1.5%	R	Not Eligible
DUNBARTON	2,423	414	19	4.6%	R	Not Eligible
EAST KINGSTON	1,907	209	13	6.2%	U	Not Eligible
EPPING	5,855	1,057	62	5.9%	U	Eligible by Number
EPSOM	4,375	712	40	5.6%	R	Eligible by Number
ERROL *	368	37	7	18.0%	R	Eligible by Percent
EXETER	15,030	1,203	78	6.5%	U	Eligible by Number
EXETER REGIONAL COOP	30,833	2,687	105	3.9%	U	Eligible by Number
FALL MOUNTAIN REGIONAL	12,341	2,028	221	10.9%	R	Eligible by Both
FARMINGTON *	7,815	1,535	125	8.1%	R	Eligible by Both
FRANKLIN	9,149	1,489	328	22.0%	R	Eligible by Both
FREEDOM	1,414	151	9	6.0%	R	Not Eligible
FREMONT	3,753	684	25	3.7%	U	Not Eligible
GILFORD	7,373	1,158	74	6.4%	R	Eligible by Number
GILMANTON	3,311	540	39	7.2%	R	Eligible by Both
GOFFSTOWN	17,883	2,901	117	4.0%	U	Eligible by Number
GORHAM *	12,668	921	72	7.8%	R	Eligible by Both
GOSHEN LEMPSTER COOP	1,806	309	31	10.0%	R	Eligible by Percent
GOV WENTWORTH REGIONAL	17,942	2,795	350	12.5%	R	Eligible by Both
GRANTHAM	2,286	301	6	2.0%	R	Not Eligible
GREENLAND	3,430	604	48	7.9%	U	Eligible by Both
HAMPSTEAD	8,869	1,826	65	3.6%	U	Eligible by Number
HAMPTON	15,968	1,660	105	6.3%	U	Eligible by Number
HAMPTON FALLS	2,010	260	10	3.8%	U	Not Eligible
HANOVER	11,351	549	9	1.6%	R	Not Eligible
HARRISVILLE	1,128	187	8	4.3%	R	Not Eligible
HAVERHILL COOP *	4,948	771	40	5.2%	R	Eligible by Number
HENNIKER	4,825	631	21	3.3%	R	Not Eligible
HILL	1,080	210	21	10.0%	R	Eligible by Percent
HILLSBORO-DEERING COOP *	7,398	1,427	115	8.1%	R	Eligible by Both
HINSDALE	4,298	745	71	9.5%	R	Eligible by Both
HOLDERNESS	2,022	221	20	9.0%	R	Eligible by Percent
HOLLIS	7,410	954	14	1.5%	U	Not Eligible
HOLLIS/BROOKLINE COOP	11,827	1,011	21	2.1%	U	Not Eligible
HOOKSETT	12,756	1,998	146	7.3%	U	Eligible by Both
HOPKINTON	5,877	1,103	33	3.0%	R	Not Eligible
HUDSON	24,220	4,697	230	4.9%	U	Eligible by Number
INTER LAKES	8,915	1,335	111	8.3%	R	Eligible by Both
JACKSON	906	99	7	7.1%	R	Eligible by Percent
JAFFREY-RINDGE COOP	11,504	1,842	190	10.3%	R	Eligible by Both
JOHN STARK REGIONAL	13,039	674	34	5.0%	R	Not Eligible
KEARSARGE REGIONAL	14,842	2,190	133	6.1%	R	Eligible by Number
KEENE	23,757	3,061	225	7.4%	R	Eligible by Both
KENSINGTON	2,024	210	8	3.8%	U	Not Eligible

District	Total Pop.	Total Kids 5-17	Total Kids in Poverty 5-17	Poverty %	Urban / Rural	Eligible By % or #?
LACONIA	17,787	2,585	282	10.9%	R	Eligible by Both
LAFAYETTE REGIONAL	1,823	131	10	7.6%	R	Eligible by Percent
LANDAFF	395	57	2	3.5%	R	Not Eligible
LEBANON	13,150	1,819	200	11.0%	R	Eligible by Both
LINCOLN-WOODSTOCK	2,521	352	20	5.7%	R	Not Eligible
LISBON REGIONAL	2,170	348	28	8.0%	R	Eligible by Percent
LITCHFIELD	7,775	1,749	65	3.7%	U	Eligible by Number
LITTLETON	6,109	979	101	10.3%	R	Eligible by Both
LONDONDERRY	24,838	5,683	178	3.1%	U	Eligible by Number
LYME	1,758	298	10	3.4%	R	Not Eligible
LYNDEBOROUGH	1,658	187	5	2.7%	R	Not Eligible
MADISON	2,153	364	32	6.6%	R	Not Eligible
MANCHESTER	113,037	17,940	2,460	13.7%	U	Eligible by Both
MARLBOROUGH	2,115	306	19	6.2%	R	Not Eligible
MARLOW	786	118	7	5.9%	R	Not Eligible
MASCENIC REGIONAL	8,092	1,742	160	9.2%	R	Eligible by Both
MASCOMA VALLEY REGIONAL	10,174	1,558	98	6.3%	R	Eligible by Number
MERRIMACK	26,534	5,484	181	3.3%	U	Eligible by Number
MERRIMACK VALLEY	16,410	2,787	283	10.2%	R	Eligible by Both
MILAN *	1,472	251	25	9.8%	R	Eligible by Percent
MILFORD	14,298	2,732	183	6.70%	U	Eligible by Number
MILTON	4,235	812	105	12.93%	U	Eligible by Both
MONADNOCK REGIONAL	15,174	2,499	174	6.96%	R	Eligible by Both
MONROE	794	132	12	9.09%	R	Eligible by Percent
MONT VERNON	2,149	361	15	4.16%	U	Not Eligible
MOULTONBOROUGH	4,865	710	43	6.06%	R	Eligible by Number
NASHUA	91,485	15,489	1,284	8.29%	U	Eligible By Both
NELSON	667	113	10	8.85%	R	Eligible by Percent
NEW BOSTON	4,371	929	69	7.43%	R	Eligible by Both
NEW CASTLE	1,080	132	0	0.00%	U	Not Eligible
NEWFIELDS	1,658	194	4	2.06%	U	Not Eligible
NEWFOUND AREA	9,817	1,564	128	8.18%	R	Eligible by Both
NEWINGTON	829	136	7	5.15%	U	Not Eligible
NEWMARKET	8,582	1,228	97	7.90%	U	Eligible by Both
NEWPORT	6,615	1,167	197	16.88%	R	Eligible by Both
NORTH HAMPTON	4,554	591	14	2.37%	U	Not Eligible
NORTHUMBERLAND	2,413	429	69	16.08%	R	Eligible by Both
NORTHWOOD	3,890	732	36	4.92%	R	Not Eligible
NOTTINGHAM	3,957	753	22	2.92%	R	Not Eligible
OYSTER RIVER COOP	19,844	2,566	159	6.20%	U	Eligible by Number
PELHAM	11,529	2,312	85	3.68%	U	Eligible by Number
PEMBROKE	7,509	1,346	107	7.95%	R	Eligible by Both
PEMI-BAKER REGIONAL	17,384	711	48	6.75%	R	Eligible by Number
PIERMONT	740	110	6	5.45%	R	Not Eligible

District	Total Pop.	Total Kids 5-17	Total Kids in Poverty 5-17	Poverty %	Urban / Rural	Eligible By % or #?
PITTSBURG *	1,149	147	18	12.24%	R	Eligible by Percent
PITTSFIELD	4,281	806	96	11.91%	R	Eligible by Both
PLAINFIELD	2,353	399	10	2.51%	R	Not Eligible
PLYMOUTH	6,152	453	50	11.04%	R	Eligible by Both
PORTSMOUTH	22,222	2,455	233	9.49%	U	Eligible by Both
PROFILE	4,129	300	39	13.00%	R	Eligible by Both
RAYMOND	10,343	2,056	133	6.47%	U	Eligible by Number
RIVENDELL INTERSTATE	1,142	147	13	8.84%	R	Eligible by Percent
ROCHESTER	30,832	5,196	643	12.37%	U	Eligible by Both
ROLLINSFORD	2,865	482	40	8.30%	U	Eligible by Both
RUMNEY	1,548	193	30	15.54%	R	Eligible by Percent
RYE	5,540	868	32	3.69%	U	Not Eligible
SALEM	30,057	5,118	210	4.10%	U	Eligible by Number
SANBORN REGIONAL	10,853	1,979	78	3.94%	U	Eligible by Number
SEABROOK	8,483	849	80	9.42%	U	Eligible by Both
SHAKER REGIONAL	9,437	1,579	121	7.66%	R	Eligible by Both
SOMERSWORTH	12,434	2,153	220	10.22%	U	Eligible by Both
SOUHEGAN COOP	13,524	917	28	3.05%	U	Not Eligible
SOUTH HAMPTON	902	158	5	3.16%	U	Not Eligible
STARK	508	90	10	11.11%	R	Eligible by Percent
STEWARTSTOWN	1,002	148	12	8.11%	R	Eligible by Percent
STODDARD	977	130	13	10.00%	R	Eligible by Percent
STRAFFORD	3,920	862	27	3.13%	R	Not Eligible
STRATFORD	932	144	33	22.92%	R	Eligible by Percent
STRATHAM	6,795	721	18	2.50%	U	Not Eligible
SUNAPEE	3,223	526	27	5.13%	R	Not Eligible
TAMWORTH	2,718	410	28	6.83%	R	Eligible by Percent
THORNTON	1,932	209	21	10.05%	R	Eligible by Percent
TIMBERLANE REGIONAL	24,690	4,475	161	3.60%	U	Eligible by Number
UNITY	1,614	211	28	13.27%	R	Eligible by Percent
WAKEFIELD	4,614	761	96	12.61%	R	Eligible by Both
WARREN	912	151	19	12.58%	R	Eligible by Percent
WASHINGTON	944	141	14	9.93%	R	Eligible by Percent
WATERVILLE VALLEY	269	39	3	7.69%	R	Eligible by Percent
WEARE	8,214	1,394	51	3.66%	U	Eligible by Number
WENTWORTH	835	113	13	11.50%	R	Eligible by Percent
WESTMORELAND	1,839	248	8	3.23%	R	Not Eligible
WHITE MOUNTAIN REGIONAL	7,834	1,204	131	10.88%	R	Eligible by Both
WILTON	3,954	458	25	5.46%	U	Not Eligible
WILTON-LYNDEBORO	5,612	432	18	4.17%	U	Not Eligible
WINCHESTER	4,363	703	103	14.65%	R	Eligible by Both
WINDHAM	11,450	2,294	61	2.66%	U	Eligible by Number
WINNACUNNET COOP	31,015	1,084	73	6.73%	U	Eligible by Number
WINNISQUAM REGIONAL	11,516	2,033	138	6.79%	R	Eligible by Number

District	Total Pop.	Total Kids 5-17	Total Kids in Poverty 5-17	Poverty %	Urban / Rural	Eligible By % or #?
ACADEMY FOR SCIENCE AND DESIGN CHARTER	Charter	60	4	6.67%		Not Eligible
COCHECO ARTS & TECH. CHARTER ACADEMY	Charter	57	5	8.77%		Eligible by Percent
CSI CHARTER SCHOOL	Charter	39	4	10.26%		Eligible by Percent
GREAT BAY eLEARNING CHARTER SCHOOL	Charter	120	6	5.00%		Not Eligible
NH EQUESTRIAN ACADEMY CHARTER SCHOOL	Charter	21	2	9.52%		Eligible by Percent
NORTH COUNTRY CHARTER ACADEMY	Charter	45	6	13.33%		Eligible by Percent
SEACOAST CHARTER SCHOOL	Charter	103	6	5.83%		Not Eligible
STRONG FOUNDATIONS CHARTER SCHOOL	Charter	70	7	10.00%		Eligible by Percent
SURRY VILLAGE CHARTER SCHOOL	Charter	40	4	10.00%		Eligible by Percent
VIRTUAL LEARNING ACADEMY CHARTER SCHOOL	Charter	no data available				Not Eligible
PROSPECT MOUNTAIN JMA	JMA	468	48	10.3%		Eligible by Both

APPENDIX B: Application Format & Content

Pages provided within appendix B are for reference only. Please download the actual application form, including the application cover page from the NHDOE ARRA website. When complete, the entire application file should be uploaded as an attachment to your budget submission through MyNHDOE Access. See Appendix C for instructions.

District Application Cover Page

District:	Enter district name here	Date:	
Project Manager:	Enter project manager name here		
Position Title:	Enter your position title here		
Mailing Address:	Enter school/district mailing address here		
Email Address:	Enter project manager's email address here		
Phone:	Enter project manager's phone number here		

BE SURE TO READ ALL OF THE FOLLOWING

I hereby certify that:

1. To the best of my knowledge, the information contained in this application is correct, and the school board of the district named above has authorized me as its representative to submit this application.
2. The District has submitted to the New Hampshire Department of Education (NHDOE) a General Assurances signature page for the current year.
3. The District has consulted with the appropriate non-public schools during the design and development of this Ed Tech project prior to all decisions that affect the opportunities of private school children to participate in the program.
4. All funding for this project will be obligated and reported no later than the quarterly report ending **3/31/2011** and expended and reported no later than quarterly report ending **6/30/2011.**
5. The grant funds expended will supplement, not supplant, funds from non-federal sources.
6. The District will keep records and provide information to the NHDOE as may be required for program evaluation, consistent with responsibilities under NCLB Title II-D as outlined within the Grant Request for Proposals (e.g., surveys, reports, ARRA monthly reports).
7. The schools to be funded by this program are compliant with the Children's Internet Protection Act (CIPA) because the district employs a filtering mechanism for student access OR because Ed Tech funds referenced in this application will NOT be used to purchase computers used to access the Internet or pay for direct costs associated with accessing the Internet.

_____

Superintendent of Schools (blue ink preferred)   Date

Please also snail mail a signed original of ONLY this page to:

      Dr. Cathy Higgins, Office of Educational Technology
      New Hampshire Department of Education
      101 Pleasant Street, Concord, NH 03301

APPENDIX C: Application Instructions

INTENT TO APPLY

If your district intends to apply for an ARRA Title IID grant, please use the online application workspace to signify your intent to apply. To do this, follow steps 1 through 8 below.

1. Go to the MyNHDOE login portal at http://mydoe.nh.gov/ and login. Each SAU office has access to this system.
2. Click the "LEA home" tab where you will see the Title II-D Grant Application link listed and the words "not started."
3. Click the green arrow to start the application process.
4. On the next page, click the link that says "start this grant application."
5. Enter the project start date of 12/10/2009.
6. Enter the project end date of 03/31/2011.
7. Enter the contact information for project manager and fiscal contact.
8. Click save. By entering your contact information and the project dates, you have indicated to the NHDOE that you intend to apply for this grant. You may now logout.

FINAL SUBMISSION

To submit your final application, you must fill out all of the budget items, amounts, and a description for each item, using the fields indicated below. Each item is a separate entry. When complete, the entire application file (cover page, proposal narrative, budget narrative) should be uploaded as an attachment to your budget submission through the MyNHDOE portal.

1. Category - Please select the appropriate general Title IID category for each budget item from the following:
   a. Title II D: Hardware
   b. Title II D: Connectivity
   c. Title II D: Software
   d. Title II D: Materials & Supplies
   e. Title II D: Professional Development (in-house)
   f. Title II D: Professional Development (contracted services)
   g. Title II D: Evaluation
   h. Title II D: Other
   i. Title II D: Indirect Costs
2. Priority area to be addressed – LEAVE THIS FIELD BLANK
3. Activities – Identify and describe the activity associated with the budget amount. This will typically be the same text description in the budget narrative of your proposal budget page.
4. Performance Measurement - LEAVE THIS FIELD BLANK
5. Outcome - LEAVE THIS FIELD BLANK
6. Click "save activity description" and then add the budget function codes, object codes, and amounts for each expense related to the activity.
7. Once all activities and accompanying budget information are entered, go to the main grant application page.
8. Attach the full grant proposal narrative with cover page, letters of support, and any other documentation referenced in your proposal.
9. Be sure to logout when done.

Application Form for 21st Century Classrooms Project

You may delete this intro paragraph after you read it:
Provide a project narrative of no more than 20 single spaced pages (double spaced between paragraphs) using Arial 10 pt font. Page limit does not include the budget section, the cover page, contact information page, or the abstract. PROPOSALS THAT DO NOT CONFORM TO THESE REQUIREMENTS WILL NOT BE CONSIDERED.

District	*ENTER YOUR DISTRICT NAME (not your SAU number) HERE*
Digital Tools	*Indicate the primary configuration of digital tools that will be used in your project classrooms to create a 1:1 environment (CHOOSE ONLY ONE):* ☐ *Sub-notebooks/ mini-laptops / netbooks* ☐ *Standard laptops* ☐ *Handheld computers (e.g., Palm, Nintendo DS, iTouch, etc.)* ☐ *Combination of laptops, cameras, and other tools* ☐ *Other computer configurations (please describe briefly:)*
Number of Classrooms	*Indicate the classrooms involved in this project:* *There will be _____ classrooms in grade(s)_____ configured with a 1:1 environment.* *There will be _____ classrooms in grade(s)_____ used as control groups, with ratios greater than 1:1.*

Teachers — *Indicate the teachers that will be involved (add as many lines as necessary):*

Last Name	First Name	Email

Administrators — *Indicate the administrators that will be involved (add as many lines as necessary):*

Last Name	First Name	Email

Evaluation Workshop Attendees — *Provide the names AND email addresses of 2 representatives who can attend the grants workshop in December, if awarded:*

Last Name	First Name	Email

Project Abstract (10 Points)

Delete all the text in this box and replace it with your response.

Include a clear and concise abstract (**75 word maximum**) that describes your project (including the primary configuration of tools that will be used) and your overall goals for implementing it in your school. Your abstract is your "sound bite" to be used for the awards announcement. This will be posted to the NH ARRA website, so you can expect it will be widely read. It is also the first thing that reviewers will read. Proposals without abstracts will not be considered.

Project Description (30 Points)

Delete all the text in this box and replace it with your response.

Describe what your district will do with the funds if received, matching the digital tools to the instructional purpose, and aligning to the application description of a 21st century classroom environment. Include specific research citations to support your project description. Be sure that your project is focused on creating a 1:1 scenario with some combination of digital tools for use by students, and that each participating teacher will be provided a dedicated laptop. Districts should write proposals which envision a combination of 1:1 and greater-than-1-to1 ratios using existing resources plus the new tools purchased by the grant. This will allow all projects in this statewide effort to be evaluated based on a control and experimental situation for an appropriate period of time, after which time the school is free to reconfigure the location of the tools.

For example: A school purchases enough tools to add to their existing digital resources to create 1:1 classrooms in a 3rd and a 4th grade classroom, while outfitting their other 3rd and 4th grade classrooms with enough tools to create a 5:1 ratio of students per tools.

A clear description of the activities to be undertaken should include:

Goals - Clear articulation of <u>measurable</u> proposal goals linked to local Tech Plan.

Scope of Work – Specific list of the work to be performed and the products and outcomes of the project clearly articulated. Identify the teachers and classrooms, grade levels, intended purchases, and instructional focus.

Digital Tools – Identify which digital tools will be the focus of this project and how the tools are intended to support project goals.

NH Standards – Describe how this proposal supports student achievement by addressing specific NH curriculum standards and ICT Literacy program standards. Include which standards and which grade levels will be involved in project activities.

Needs Assessment – Describe the needs that led you to develop this proposal and include how you identified the needs. Identify the teachers and classrooms, grade levels, and current technology available.

Transformative Strategies – Describe any policy changes, leadership strategies, and other steps that will be taken to transform your school and district with this project.

Professional Development (20 points)

Delete all the text in this box and replace it with your response.

Describe the professional development activities that will support the project goals, the improvements you expect to see as a result of that professional development, who will be involved, what their role will be, and include a timeline.

Indicate who will participate in each activity (Intel, NML, etc.) and how their participation will support their colleagues as the project unfolds this year and in the future. Also include other professional development activities that are needed to support this project, such as conferences, online courses, dedicated tech mentors, etc.

Include such items as:

- Clear articulation of measurable goals of the proposed professional development.
- Standards that are a foundation for your professional development plans (i.e. ISTE, NSDC) and specific reference to research that supports the proposed professional development.
- The type, quantity, focus, target audience for, and follow-up for the professional development.
- The number and/or percent of teachers expected to participate this year.
- How the professional development program is expected to influence student performance improvements.

Capacity for Success (15 points)

Delete all the text in this box and replace it with your response.

Complete the NH STaR (School Technology and Readiness) Chart available at www.nheon.org/oet/tpguide and attach it to your proposal submission. Use the chart to determine your district's technology needs and your capacity for success with the grant. Describe why this is the right kind and size of project for your district(s), and what structures, policies, and/or procedures are in place or planned that support this proposal. Include such items as:

- Who (describe roles, not individual names please) will be responsible for conducting the work.
- What structures, resources, policies, and procedures are already in place or proposed that will support this project and/or enhance its sustainability.
- Evidence that this plan is realistic and that the school or organization has the capacity to achieve its objectives.

Evaluation (15 points)

Delete all the text in this box and replace it with your response.

Indicate your commitment to the statewide evaluation effort, as well as whether your district would be willing to lead the evaluation consortium on behalf of all district awards. (10% of each grantee's budget would be set aside for this purpose). Describe the process you will follow to evaluate this grant, referring to the Collaborative Evaluation Guide at www.neirtec.org/evaluation. Indicate who will attend the evaluation workshop and who will help with the local evaluation process. Projects will be expected to conduct local evaluation activities as well as participate in the statewide evaluation of all 21CC projects. Include such items as:

- What critical questions do you want to answer about the impact of your project?
- Who will be involved in order to complete the evaluation?
- Who within your school community needs to learn about your evaluation findings and what difference might the knowledge make?
- How will you plan for and collect relevant data?
- How will you make sense of your findings and use those finding to make improvements?

Budget Narrative (10 points)

Delete all the text in this box and replace it with your response.

Format your budget with the narrative in left column and total amounts in right column. Within the narrative, describe a logical connection to the project goals. Provide enough specifics to

give reviewers an idea of what you intend to purchase and why it is needed for the project. The budget does not need to identify brand names of equipment or include "to the penny" prices. Applications that primarily request hardware without identifying the needs to be met will not be considered for funding. The narrative should include:

- Justification for the major expenditures proposed, especially salaries.
- Explanation of any items on the budget sheet that might not be completely clear to a reader.

Budget (Describe as appropriate) Add your narrative below each category title and show how you calculated your total amount proposed for the budget category.	TOTAL
Hardware Add narrative here of items, costs, calculations, etc.	
Connectivity Add narrative here of items, costs, calculations, etc.	
Software Add narrative here of items, costs, calculations, etc.	
Materials & Supplies Add narrative here of items, costs, calculations, etc.	
Professional Development (in-house) Include professional development expenses according to the activities described in the PD section of your proposal. The total PD amount should be approximately 25% of your total project amount.	
Professional Development (contracted services) Include professional development expenses according to the activities described in the PD section of your proposal. The total PD amount should be approximately 25% of your total project amount.	
Evaluation Must be 10% of your project for the statewide evaluation.	
Other Expenses Use this budget category to itemize and describe purchases that do not align well to the above categories.	
Indirect Cost (per approved 2009-2010 district rates posted at http://www.ed.state.nh.us/education/data/misc.htm)	
TOTAL	

Applicant

Criteria	No Basis	Poor	Average	Above Average	Excellent	
						Comments
Project Abstract (10 points)	0	6	8	9	10	
Include a clear and concise abstract (75 word maximum) that describes your project (including the primary configuration of tools that will be used) and your overall goals for implementing it in your school. Your abstract is your "sound bite" to be used for the awards announcement. It is also the first thing that reviewers will read. Proposals without abstracts will not be considered.						
Project Description (30 points)	0	18	24	27	30	30

Describe what your district will do with the funds if received, matching the digital tools to the instructional purpose. Include specific research citations to support your project description. Be sure that your project is focused on creating a 1:1 scenario with some combination of digital tools for use by students. Districts should write proposals which envision a combination of 1:1 and greater-than-1-to1 ratios using existing resources plus the new tools purchased by the grant. This will allow all projects in this statewide effort to be evaluated based on a control and experimental situation for an appropriate period of time, after which time the school is free to reconfigure the location of the tools.
 	
A clear description of the activities to be undertaken should include:
    Goals - Clear articulation of measurable proposal goals linked to local Tech Plan.
    Scope of Work – Specific list of the work to be performed and the products and outcomes of the project clearly articulated. Identify the teachers and classrooms, grade levels, intended purchases, and instructional focus.
    Digital Tools – Identify which digital tools will be the focus of this project and how the tools are intended to support project goals.
    NH Standards – Describe how this proposal supports student achievement by addressing specific NH curriculum standards and ICT Literacy program standards. Include which standards and which grade levels will be involved in project activities.
    Needs Assessment – Describe the needs that led you to develop this proposal and include how you identified the needs. Identify the teachers and classrooms, grade levels, and current technology available.
    Transformative Strategies – Describe any policy changes, leadership strategies, and other steps that will be taken to transform your school and district with this project.						

Professional Development (20 points)	0	12	16	18	20	
Describe the professional development activities that will support the project goals and what improvements you expect to see as a result of that professional development. Indicate who will participate in each activity (Intel, NML, etc.) and how their participation will support their colleagues as the project unfolds this year and in the future. Also include other professional development activities that are needed to support this project, such as conferences, online courses, dedicated tech mentors, etc.						

Include such items as:
• Clear articulation of measurable goals of the proposed professional development.
• Standards that are a foundation for your professional development plans (i.e. ISTE, NSDC) and specific reference to research that supports the proposed professional development.
• The type, quantity, focus, target audience for, and follow-up for the professional development.
• The number and/or percent of teachers expected to participate this year.
• How the professional development program is expected to influence student performance improvements.

Capacity for Success (15 points)	0	9	11	13	15	

Describe why this is the right kind and size of project for your district(s), and what structures, policies, and/or procedures are in place or planned that support this proposal. Refer to the NH STaR (School Technology and Readiness) Chart.

Include such items as:
• Who (describe roles, not individual names please) will be responsible for conducting the work.
• What structures, resources, policies, and procedures are already in place or proposed that will support this project and/or enhance its sustainability.
• Evidence that this plan is realistic and that the school or organization has the capacity to achieve its objectives.

Evaluation (15 points)	0	9	11	13	15	

Describe the process you will follow to evaluate this grant, referring to the Collaborative Evaluation Guide at www.neirtec.org/evaluation. Indicate who will attend the grants workshop and who will help with the local evaluation process. Projects will be expected to conduct local evaluation activities as well as participate in the statewide evaluation of all 21CC projects.

 Include such items as:
• What critical questions do you want to answer about the impact of your project?
• Who will be involved in order to complete the evaluation?
• Who within your school community needs to learn about your evaluation findings and what difference might the knowledge make?
• How will you plan for and collect relevant data?
• How will you make sense of your findings and use those finding to make improvements?

Budget (10 points)	0	6	8	9	10	

Format your budget with the narrative in left column and total amounts in right column. Within the narrative, describe a logical connection to the project goals. Provide enough specifics to give reviewers an idea of what you intend to purchase and why it is needed for the project. The budget does not need to identify brand names of equipment or include "to the penny" prices. Applications that primarily request hardware without identifying the needs to be met will not be considered for funding. The narrative should include:
• Justification for the major expenditures proposed, especially salaries.
• Explanation of any items on the budget sheet that might not be completely clear to a reader.

TOTAL SCORE (MAX is 100):						0